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ABSTRACT

During the first two years of operation the Marin Social Studies Project field tested a variety of newly developed social studies curriculum materials throughout Marin County. This document is a compilation of the data which was collected from teachers and students regarding these materials. The results are reported in three sections: primary (K-3), elementary (4-6), and secondary (7-12). The first part of each section contains student responses to questions given in percentages. Unedited responses of the teachers who used the experimental materials in their classrooms are included. Related documents are SO 006 450-454. (Author/SHM)

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mssp field test results: 1968-69; 1969-70

a social studies curriculum for a modern world

MARIN SOCIAL STUDIES PROJECT

ED 084176

MSSP FIELD TEST RESULTS

1968-69; 1969-70

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MSSP Field Test Results

During the first two years of operation the Marin Social Studies Project field tested a variety of newly developed social studies curriculum materials throughout Marin County. This document is a compilation of the data which was collected from teachers and students regarding these materials. The results are reported in three sections: primary (K-3), elementary (4-6) and secondary (7-12). The first part of each section contains student responses to the questions printed at the top of each page. The responses to the questions are shown in percentages.

In the primary (pink) section and the elementary (blue) section the same questions were asked each year. Therefore the 1969 response is followed on the next page by the 1970 response. In the secondary (green) section, the questions were different each year. Therefore all of the 1968-69 data precedes the 1969-70 data. Check the lower right hand corner of each question page to determine the year code: "69" refers to the 1968-69 school year, "70" refers to the 1969-70 school year.

You will note that data is shown for each program that was field tested. These scores are then totaled to give a total experimental score for that grade group. The "total control score" refers to student responses to the same question after using basically traditional materials. The "total innovative score" refers to courses which employed either new social studies materials not being field tested by the Project, or to teacher or department designed new social studies oriented programs. The column headed "N" indicated the number of students who responded to the question.

Following the student responses in each section are the responses of the teachers who used the experimental materials in their classrooms in 1969-70. The quotes are unedited.

PRIMARY STATISTICS

K - 3

1. Were the materials interesting?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade 1 Presno and Presno - Man in Action	98	81.6	6.1	12.2
Grade 2 Presno and Presno - Man in Action	76	82.8	5.3	11.8
Grade 3 Presno and Presno - Man in Action	54	85.1	3.7	11.1
Grade 1 Senesh - Families at Work	71	83.0	7.0	9.6
Grade 2 Senesh - Neighbors at Work	47	87.2	4.3	8.5
Grade 3 Senesh - Cities at Work	50	90.0	0.0	10.0
Grade 3 Taba Project	51	94.1	1.9	3.9
Grand Total	447	85.4	4.5	10.1

1. Were the materials interesting?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade K Fournier and Presno - Advantage	59	81	7	12
Grade 2 Presno and Presno - Man in Action	130	68	5	27
Grade 2 Senesh - Neighbors at Work	115	78	4	17
Grade 1 Taba Project	25	80	0	20
Grade 2 Taba Project	17	65	6	29
Grade 3 Taba Project	25	76	0	24
Unidentified	19	79	0	21
Total Experimental	390	75	4	21
Total Control	146	77	10	13

2. Did you enjoy using these materials?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade 1 Presno and Presno - Man in Action	98	77.5	2.0	20.4
Grade 2 Presno and Presno - Man in Action	77	76.6	3.9	19.4
Grade 3 Presno and Presno - Man in Action	54	81.4	5.6	13.0
Grade 1 Senesh - Families at Work	71	74.6	7.0	18.3
Grade 2 Senesh - Neighbors at Work	47	82.9	0.0	17.0
Grade 3 Senesh - Cities at Work	50	84.0	4.0	12.0
Grade 3 Taba Project	51	84.3	1.9	13.7
Grand Total	448	79.4	3.6	17.0

2. Did you enjoy using these materials?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade K Fournier and Presno - Advantage	59	69	10	20
Grade 2 Presno and Presno - Man in Action	130	63	12	25
Grade 2 Senesh - Neighbors at Work	115	80	4	16
Grade 1 Taba Project	25	84	8	8
Grade 2 Taba Project	17	6	0	94
Grade 3 Taba Project	25	68	20	12
Unidentified	19	63	5	32
Total Experimental	390	68	9	23
Total Control	146	75	6	19

3. Did you learn from these materials?

	Student Responses Given in Percents		
N=	Yes=	No=	?=
Grade 1 Presno and Presno - Man in Action	98	86.7	2.0	11.2
Grade 2 Presno and Presno - Man in Action	76	78.9	6.6	14.4
Grade 3 Presno and Presno - Man in Action	54	79.6	3.7	16.7
Grade 1 Senesh - Families at Work	71	76.0	12.7	11.3
Grade 2 Senesh - Neighbors at Work	47	78.7	2.1	19.1
Grade 3 Senesh - Cities at Work	50	94.0	0.0	6.0
Grade 3 Taba Project	54	66.7	0.0	33.3
Grand Total	450	80.4	4.2	15.3

3. Did you learn from these materials?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade K Fournier and Presno - Advantage	59	78	12	10
Grade 2 Presno and Presno - Man in Action	130	74	6	20
Grade 2 Senesh - Neighbors at Work	115	87	10	3
Grade 1 Taba Project	25	68	20	12
Grade 2 Taba Project	17	82	6	12
Grade 3 Taba Project	25	84	8	8
Unidentified	19	74	10	16
Total Experimental	390	79	9	12
Total Control	146	88	2	10

4. Were the materials difficult to read?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade 1 Presno and Presno - Man in Action	98	9.2	77.5	13.2
Grade 2 Presno and Presno - Man in Action	75	10.7	73.3	16.0
Grade 3 Presno and Presno - Man in Action	54	11.1	74.0	14.8
Grade 1 Senesh - Families at Work	71	11.3	77.4	11.3
Grade 2 Senesh - Neighbors at Work	47	6.4	80.8	12.8
Grade 3 Senesh - Cities at Work	49	14.3	57.1	28.6
Grade 3 Taba Project	51	7.8	66.7	25.4
Grand Total	445	10.1	73.2	16.6

4. Were the materials difficult to read?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade K Fournier and Presno - Advantage	59	22	70	8
Grade 2 Presno and Presno - Man in Action	130	18	62	20
Grade 2 Senesh - Neighbors at Work	115	21	63	16
Grade 1 Taba Project	25	0	80	20
Grade 2 Taba Project	17	12	88	0
Grade 3 Taba Project	25	0	12	88
Unidentified	19	5	90	5
Total Experimental	390	16	64	20
Total Control	146	21	53	25

5. Would next year's class like these materials?

		Student Responses Given in Percents		
	N=	Yes=	No=	?=
Grade 1 Presno and Presno - Man in Action	97	54.6	3.1	42.2
Grade 2 Presno and Presno - Man in Action	73	36.9	4.1	58.9
Grade 3 Presno and Presno - Man in Action	54	31.4	5.6	62.9
Grade 1 Senesh - Families at Work	71	76.0	5.6	18.3
Grade 2 Senesh - Neighbors at Work	47	70.2	0.0	29.7
Grade 3 Senesh - Cities at Work	50	22.0	4.0	74.0
Grade 3 Taba Project	51	35.2	3.9	60.7
Grand Total	443	48.0	4.0	48.0

5. Would next year's class like these materials?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade K Fournier and Presno - Advantage	59	75	15	10
Grade 2 Presno and Presno - Man in Action	130	19	13	68
Grade 2 Senesh - Neighbors at Work	115	47	3	50
Grade 1 Taba Project	25	40	8	52
Grade 2 Taba Project	17	0	6	94
Grade 3 Taba Project	25	24	4	72
Unidentified	19	21	16	63
Total Experimental	390	39	10	52
Total Control	146	39	14	47

6. Would you like materials like these next year?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade 1 Presno and Presno - Man in Action	98	56.1	16.3	27.5
Grade 2 Presno and Presno - Man in Action	76	71.0	17.1	11.8
Grade 3 Presno and Presno - Man in Action	54	53.7	22.2	24.0
Grade 1 Senesh - Families at Work	71	66.1	11.2	22.3
Grade 2 Senesh - Neighbors at Work	47	78.7	17.0	4.3
Grade 3 Senesh - Cities at Work	50	64.0	8.0	24.0
Grade 3 Taba Project	51	92.1	3.9	3.9
Grand Total	447	67.3	14.5	18.1

6. Would you like materials like these next year?

	(Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade K Fournier and Presno - Advantage	59	76	10	14
Grade 2 Presno and Presno - Man in Action	130	41	35	24
Grade 2 Senesh - Neighbors at Work	115	71	13	16
Grade 1 Taba Project	25	68	4	28
Grade 2 Taba Project	17	88	0	12
Grade 3 Taba Project	25	28	36	36
Unidentified	19	47	16	37
Total Experimental	390	59	20	21
Total Control	146	64	20	16

7. Did you like to talk about the materials?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade 1 Presno and Presno - Man in Action	98	74.4	10.2	15.3
Grade 2 Presno and Presno - Man in Action	76	65.7	21.0	13.1
Grade 3 Presno and Presno - Man in Action	54	72.2	14.8	13.0
Grade 1 Senesh - Families at Work	71	70.4	11.2	18.3
Grade 2 Senesh - Neighbors at Work	47	70.2	19.1	10.6
Grade 3 Senesh - Cities at Work	50	82.0	4.0	14.0
Grade 3 Taba Project	51	54.9	15.7	29.4
Grand Total	447	70.2	13.6	16.1

7. Did you like to talk about the materials?

	Student Responses Given in Percents			
	N=	Yes=	No=	?=
Grade K Fournier and Presno - Advantage	59	71	17	12
Grade 2 Presno and Presno - Man in Action	130	59	18	22
Grade 2 Senesh - Neighbors at Work	115	73	16	11
Grade 1 Taba Project	25	72	3	25
Grade 2 Taba Project	17	82	6	12
Grade 3 Taba Project	25	64	20	16
Unidentified	19	74	10	16
Total Experimental	390	68	16	16
Total Control	146	60	23	17

8. All in all, how do you feel about the materials?

	N=	Student Responses Given in Percents		
Grade K Fournier and Presno - Advantage	59	73	2	25
Grade 2 Presno and Presno - Man in Action	130	57	5	38
Grade 2 Senesh - Neighbors at Work	115	75	2	23
Grade 1 Taba Project	25	72	0	28
Grade 2 Taba Project	17	41	6	53
Grade 3 Taba Project	25	44	8	48
Unidentified	19	42	32	26
Total Experimental	390	63	5	32
Total Control	146	60	4	36

FOURNIER AND PRESNO - ADVANTAGE (Kindergarten)

Teachers Comments
K-3

Were the materials difficult to use?

- No.
- Earth: Man's Home - greatest difficulty gathering appropriate materials - will not be a problem next year. Illustrations in workbook could be improved (also numbering of pages).
- The work was so simple that introducing the concepts and developing follow-up sometimes seemed fruitless.

At what grades could these materials be successfully used?

- Pre-school or slow kindergarteners.
- K for Advantage. K-3 for Earth.
- Perhaps these could be used for children of different socio-economic levels or at lower age levels (?).

What advice would you give another teacher who intended to use these materials?

- None.
- Supplement concepts with many classroom activities in categorizing, labeling and extension of ideas presented.
- Have you considered any others?

What was particularly good about the materials?

- The children liked the idea of a workbook but tired quickly of the contents.
- Focused children's efforts on neat, believable, brief and useful concepts.
- The large illustrations could be distinguished by all children, all year.

What was particularly bad about the materials?

- The color used in the print the children found boring and commented many times on the constant use of blue print.
- Nothing.
- Advantage lacks a great deal in the development of cognitive skills or positive social attitudes.

PRESNO AND PRESNO - MAN IN ACTION (Grade 2) Teachers Comments K-3

Were the materials difficult to use?

- No, pictures stimulated thinking and discussions, resulting in learning.
- No, not really. There could be more than discussion. Teacher guide gives no clue to real use. Teacher must use own "feelings."
- No.
- No.

At what grades could these materials be successfully used?

- 5-6 Because of understandings children need before using them.
- I feel an older group might better enjoy these. (2-4) A bit too much "discussion" for "little guys."
- The particular set of books I used--(People and Their Social Actions) Grades 1-2.
- 2-3
- 2

What advice would you give another teacher who intended to use these materials?

- Only use for upper grades.
- Be alert for ways to improvise and be innovative.
- Let the children do most of the talking--only guide when necessary. Stress "no right or wrong"--many different answers.
- Use such techniques as group discussion (small groups), films, library books, dramatizations, etc. to enrich the units.
- Try really hard to motivate the students.

What was particularly good about the materials?

- Good pictures, good outline for teachers.
- Excellent for drawing everyone in (open-ended questions).
- The unique philosophical approach.
- The pictures.

What was particularly bad about the materials?

- Difficult vocabulary and difficult concepts.
- Timing for discussions can be tricky--teachers must be tuned to class. Not enough "doing" activities for second grade.
- It was sometimes difficult to put over the concept.
- My class didn't enjoy this. It was probably my fault.

SENESH - NEIGHBORS AT WORK (Grade 2)

Teachers Comments
K-3

Were the materials difficult to use?

- No, I was especially pleased with the teacher's manual because it provided a vast amount of ideas easily adoptable to the teacher's individual desires for her class.
- Only the record. Lady's voice was difficult because almost unanimous rejection. We stopped using it.
- No. But economic concepts were above 2nd graders.
- No. I could do it better with more advance planning.
- Teacher's manual is complete and easy to use. Children's texts are difficult for second grade.

At what grades could these materials be successfully used?

- 2-5 The material could be adopted to practically 2nd grade level provided there was some adjustment in the level of sophistication.
- 2-3
- 3-4
- 2-5
- 2-3

What advice would you give another teacher who intended to use these materials?

- The teacher should adopt the book to her own teaching methods and the needs of her children. Therefore, she should select those concepts which are most relevant because it is impossible to cover all of the material.
- Take advantage of the suggestions given in Resource Book and let kids springboard from there.
- Rely on economic concepts as little as possible.
- Use the guide.
- Choose units from teacher's manual. (Children like "houses" and "stores.") Don't plan to do all units. Units are thorough--children tire.

What was particularly good about the materials?

- The teacher's manual is particularly good because it provides a wealth of ideas for presenting material.
- Kids liked the "Lets Take a Trip," didn't like "What Have We Learned." Resource Book--excellent photographs in book.

- Teacher's workbook with really good suggestions for projects.
- The activity booklets and the records.
- The children's workbooks are fun. Children enjoy them. Teacher's manual suggests many different ways of presenting one idea.

What was particularly bad about the materials?

- I felt that the text was too difficult for many of the children. It seems to be above the grade level which it is specified for.
- The manner of speaking of the lady on the record. Too sugary. The workbook—kids of Grade 2 level find it very difficult to assign ranking numbers to many objects.
- Nothing.
- Nothing. Some economic concepts were a little over their heads (gr. 2).
- Children's texts too difficult.

TABA PROJECT (Grade 1)

Teacher Comments
K-3

Were the materials difficult to use?

- Yes. Our school library had few of the children's books available. Next year we plan to have these at hand.

At what grades could these materials be successfully used?

- K-6.

What advice would you give another teacher who intended to use these materials?

- Oral discussions promote the best interest, especially if you can get everyone involved. We had some great discussions going.

What was particularly good about the materials?

- The open-endedness of it.

What was particularly bad about the materials?

- We didn't have enough reference materials available.

TABA PROJECT (Grade 2)

Teachers Comments
K-3

Were the materials difficult to use?

- No. Just awfully detailed with alot taken for granted.
- Seven - eight age group. Attention span short. Interest high but difficult to channel.
- Difficult because just teacher's edition supplied and other books, etc. recommended were hard to impossible to get.

At what grades could these materials be successfully used?

- K-3
- Exposure in 2nd. More comprehensive. 3-6
- Could be used by second grade. My class was generally below grade level, though.

What advice would you give another teacher who intended to use these materials?

- To pick out what applied for her class.
- Need of a long period of preparation and much time to familiarize one's self with material and approach.
- Plan way ahead for suggested materials to be available.

What was particularly good about the materials?

- The ideas for field trips and creative activities.
- The concepts.
- Some of the class subjects--retrieval charts, games, murals.

What was particularly bad about the materials?

- Too detailed.
- Problem of enough time to present all ideas. Materials suggested not always available.
- Some of the outcomes or objectives were unrealistic.

TABA PROJECT (Grade 3)

Teachers Comments
K-3

Were the materials difficult to use?

- Materials require a large amount of teacher preparation but this is rewarding.

- The students did not use the guide, only I did. There was good background information for me.

At what grades could these materials be successfully used?

- 3-4

- This particular unit was designed for third graders and was appropriate for that level.

What advice would you give another teacher who intended to use these materials?

- To read materials on questioning and discussion strategies as these areas are critical to the success of student learning.

- I feel a teacher should use this particular unit only as a reference. She would have to do much adaptation for her particular class.

What was particularly good about the materials?

- With these materials children learn to think above the data--recall level of learning.

- Good bibliography and AV guide.

What was particularly bad about the materials?

- Material is structured to the use of certain films and other aides which are not available in the county.

- Not enough creative things suggested for the children to do. Most of the activities were pretty dull.

ELEMENTARY STATISTICS

4-6

1. Were the materials interesting?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	564	46.6	42.9	7.3	2.8	0.4
Civics Education Casebooks (Quigley)	90	25.5	57.7	12.2	2.2	2.2
Greater Cleveland Social Science Program (English)	46	21.7	56.5	6.5	8.7	13.4
Experiment in Economic Education--Cities (Senesh)	9	55.6	44.4	0.0	0.0	0.0
Latin America (Taba)	22	18.2	68.1	13.6	0.0	0.0
Elementary Economics (Rader)	28	35.7	46.4	7.1	3.6	3.6
Unidentified	31	58.0	32.2	3.2	3.2	3.2
TOTAL EXPERIMENTAL	790	42.1	45.8	7.7	3.2	1.1
TOTAL CONTROL	398	21.4	73.4	12.3	5.5	5.8
TOTAL INNOVATIVE, NON-PROJECT	60	26.6	68.3	3.3	1.7	0.0

1. Were the materials interesting?

	Student Responses Given in Percents					
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	573	42	47	5	4	1
4th only	84	44	42	10	4	1
5th only	220	50	43	4	2	1
6th only	177	42	51	3	3	1
Quigley and Longaker - Civics Education Casebook	114	23	56	11	7	4
English - Greater Cleveland Social Science Program: Modern Civilization (6)	20	50	35	0	15	0
Taba Project - California (4)	23	26	52	13	9	0
Rader - Elementary Economics I (4)	27	44	52	0	0	4
Rader - Elementary Economics III (6)	31	0	74	6	19	0
Berlak and Tomlinson - Washington Univ. Proj. (6)	52	60	27	6	8	0
Fox and Lippitt - SRA (4-6)	178	14	44	10	13	19
4th only	46	13	52	9	11	15
5th only	46	15	26	11	11	37
6th only	86	14	49	9	16	12
Rice - Anthropology Curriculum Project (4-5)	24	0	33	29	25	13
Unidentified	82	12	57	10	11	10
TOTAL EXPERIMENTAL	1124	32	48	7	7	5
TOTAL CONTROL		28	43	13	6	9

2. Did you enjoy using these materials?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	565	45.1	42.1	7.3	4.6	0.9
Civics Education Casebooks (Quigley)	89	26.9	46.0	17.9	6.7	2.2
Greater Cleveland Social Science Program (English)	46	13.0	45.6	17.4	19.6	4.3
Experiment in Economic Education--Cities (Senesh)	9	77.8	11.1	11.1	0.0	0.0
Latin America (Taba)	22	13.6	45.4	18.2	22.7	0.0
Elementary Economics (Rader)	28	50.0	35.7	10.7	0.0	3.6
Unidentified	31	51.6	38.7	3.2	3.2	3.2
TOTAL EXPERIMENTAL	790	41.1	42.1	9.4	5.9	1.4
TOTAL CONTROL	399	18.3	45.6	17.5	10.7	7.8
TOTAL INNOVATIVE, NON-PROJECT	60	31.6	55.0	6.7	6.7	0.0

2. Did you enjoy using these materials?

		Student Responses Given in Percents				
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	573	40	41	10	6	2
4th only	84	38	37	15	10	0
5th only	220	45	42	7	4	2
6th only	177	45	40	10	4	1
Quigley and Longaker - Civics Education Casebook	114	13	49	18	14	6
English - Greater Cleveland Social Science Program: Modern Civilization (6)	25	30	40	10	5	15
Taba Project - California (4)	23	35	57	9	0	0
Rader - Elementary Economics I (4)	27	30	59	11	0	0
Rader - Elementary Economics III (6)	31	3	52	22	19	3
Berlak and Tomlinson - Washington Univ. Proj. (6)	52	58	35	8	0	0
Fox and Lippitt - SRA (4-6)	178	15	29	20	17	19
4th only	46	13	43	20	13	11
5th only	46	24	15	13	15	33
6th only	86	10	29	23	21	16
Rice - Anthropology Curriculum Project (4-5)	24	4	17	29	38	13
Unidentified	82	16	34	33	15	2
TOTAL EXPERIMENTAL	1124	30	40	15	10	6
TOTAL CONTROL	435	25	38	17	10	10

3. Did you learn from these materials?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	560	58.7	36.4	2.6	1.4	0.7
Civics Education Casebooks (Quigley)	90	20.0	53.3	14.4	11.1	1.1
Greater Cleveland Social Science Program (English)	45	37.7	57.7	4.4	0.0	0.0
Experiment in Economic Education--Cities (Senesh)	9	66.7	33.3	0.0	0.0	0.0
Latin America (Taba)	22	18.2	72.7	9.1	0.0	0.0
Elementary Economics (Rader)	28	50.0	32.1	14.3	3.6	0.0
Unidentified	31	58.0	35.4	6.5	0.0	0.0
TOTAL EXPERIMENTAL	785	51.7	40.3	4.8	2.4	0.6
TOTAL CONTROL	398	46.7	40.7	8.3	2.3	2.0
TOTAL INNOVATIVE, NON-PROJECT	60	43.3	48.3	3.3	5.0	0.0

3. Did you learn from these materials?

	Student Responses Given in Percents					
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	573	55	34	7	3	1
4th only	84	61	26	6	7	0
5th only	220	60	29	8	3	1
6th only	177	51	42	5	1	1
Quigley and Longaker - Civics Education Casebook	114	25	51	12	10	3
English - Greater Cleveland Social Science Program: Modern Civilization (6)	25	30	45	25	0	0
Taba Project - California (4)	23	35	43	17	4	0
Rader - Elementary Economics I (4)	27	56	41	4	0	0
Rader - Elementary Economics III (6)	31	16	77	6	0	0
Berlak and Tomlinson - Washington Univ. Proj. (6)	52	69	19	6	4	2
Fox and Lippitt - SRA (4-6)	178	21	33	20	14	12
4th only	46	22	43	13	15	7
5th only	46	15	22	20	11	33
6th only	86	24	33	24	15	3
Rice - Anthropology Curriculum Project (4-5)	24	20	54	17	4	4
Unidentified	81	38	58	4	0	1
TOTAL EXPERIMENTAL	1124	43	39	10	5	3
TOTAL CONTROL	425	43	40	12	2	4

4. Were the materials difficult to read?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	562	2.1	4.6	9.9	34.0	49.0
Civics Education Casebooks (Quigley)	90	4.4	5.6	13.3	40.0	36.6
Greater Cleveland Social Science Program (English)	45	0.0	4.4	8.8	40.0	46.6
Experiment in Economic Education--Cities (Senesh)	9	0.0	11.1	22.2	22.2	44.4
Latin America (Taba)	22	0.0	0.0	4.5	72.7	22.7
Elementary Economics (Rader)	28	0.0	3.6	3.6	28.6	64.2
Unidentified	31	0.0	3.2	6.5	61.2	29.0
TOTAL EXPERIMENTAL	787	2.0	4.6	9.9	36.9	46.5
TOTAL CONTROL	392	2.8	7.3	10.5	32.3	46.9
TOTAL INNOVATIVE, NON-PROJECT	58	0.0	5.2	10.3	58.6	25.8

4. Were the materials difficult to read?

	Student Responses Given in Percents					
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	573	3	5	14	30	49
4th only	84	1	5	14	7	73
5th only	220	4	3	15	33	45
6th only	177	2	5	16	38	40
Quigley and Longaker - Civics Education Casebook	114	5	3	9	46	37
English - Greater Cleveland Social Science Program: Modern Civilization (6)	15	7	60	33	0	0
Taba Project - California (4)	23	0	4	9	43	43
Rader - Elementary Economics I (4)	27	0	0	15	26	59
Rader - Elementary Economics III (6)	31	0	0	0	6	93
Berlak and Tomlinson - Washington Univ. Proj. (6)	52	4	11	10	25	50
Fox and Lippitt - SRA (4-6)	178	6	3	10	31	51
4th only	46	7	4	15	26	48
5th only	46	7	0	7	20	67
6th only	86	5	3	9	40	43
Rice - Anthropology Curriculum Project (4-5)	24	0	8	8	50	33
Unidentified	82	1	4	15	30	50
TOTAL EXPERIMENTAL	1119	3	5	12	31	48
TOTAL CONTROL	436	4	6	10	34	46

5. Would next year's class like these materials?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	558	27.0	24.0	40.0	3.9	3.0
Civics Education Casebooks (Quigley)	88	23.8	9.1	60.2	3.4	3.4
Greater Cleveland Social Science Program (English)	44	9.1	20.5	56.8	6.8	6.8
Experiment in Economic Education--Cities (Senesh)	9	11.1	33.3	55.6	0.0	0.0
Latin America (Taba)	22	9.1	9.1	63.6	13.6	4.6
Elementary Economics (Rader)	27	22.2	14.8	51.8	7.4	3.7
Unidentified	31	54.8	22.6	16.1	3.2	3.2
TOTAL EXPERIMENTAL	779	26.3	21.9	44.0	4.4	3.3
TOTAL CONTROL	397	14.6	15.6	54.4	6.3	9.1
TOTAL INNOVATIVE, NON-PROJECT	59	15.3	20.3	57.6	5.1	1.7

5. Would next year's class like these materials?

	Student Responses Given in Percents				
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	573	26	23	43	4	4
4th only	84	23	23	43	7	4
5th only	220	28	22	41	4	5
6th only	177	28	28	40	1	3
Quigley and Longaker - Civics Education Casebook	114	19	13	54	4	10
English - Greater Cleveland Social Science Program: Modern Civilization (6)	20	5	10	10	45	30
Taba Project - California (4)	23	9	17	61	9	4
Rader - Elementary Economics I (4)	27	33	22	44	0	0
Rader - Elementary Economics III (6)	31	0	19	65	10	6
Berlak and Tomlinson - Washington Univ. Proj. (4)	52	42	13	36	4	2
Fox and Lippitt - SRA (4-6)	178	8	6	56	8	21
4th only	46	13	7	59	7	15
5th only	46	9	4	54	4	28
6th only	86	6	7	56	12	20
Rice - Anthropology Curriculum Project (4-5)	24	0	4	50	17	29
Unidentified	82	9	10	57	9	16
TOTAL EXPERIMENTAL	1127	20	17	47	6	9
TOTAL CONTROL	436	17	14	47	6	16

6. Have these materials changed your ideas?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	558	37.0	32.7	15.9	8.8	5.4
Civics Education Casebooks (Quigley)	88	9 1	29.5	28.4	19.3	13.6
Greater Cleveland Social Science Program (English)	45	17.8	44.4	15.6	17.7	4.4
Experiment in Economic Education--Cities (Senesh)	9	22.2	33.3	11.1	33.3	0.0
Latin America (Taba)	22	22.7	50.0	22.7	4.5	0.0
Elementary Economics (Rader)	28	32.1	46.4	7.1	3.6	10.7
Unidentified	31	45.1	38.7	6.5	6.5	3.2
TOTAL EXPERIMENTAL	781	32.3	34.4	16.7	10.4	6.1
TOTAL CONTROL	394	23.6	33.7	20.3	14.5	7.8
TOTAL INNOVATIVE, NON-PROJECT	60	16.7	33.3	31.6	15.0	3.3

6. Have these materials changed your ideas?

	Student Responses Given in Percents					
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	574	35	34	17	9	5
4th only	84	43	36	11	5	6
5th only	221	33	35	16	11	5
6th only	177	34	34	18	8	5
Quigley and Longaker - Civics Education Casebook	114	16	27	27	20	10
English - Greater Cleveland Social Science Program: Modern Civilization (6)	25	15	20	40	20	5
Taba Project - California (4)	23	22	35	26	13	4
Rader - Elementary Economics I (4)	27	26	26	22	15	11
Rader - Elementary Economics III (6)	31	3	42	29	23	3
Berlak and Tomlinson - Washington Univ. Proj. (4)	52	36	33	16	14	2
Fox and Lippitt - SRA (4-6)	178	12	21	19	25	24
4th only	46	22	26	15	24	13
5th only	46	9	17	7	20	48
6th only	86	9	20	27	28	16
Rice - Anthropology Curriculum Project (4-5)	24	13	25	33	25	4
Unidentified	82	24	34	21	12	9
TOTAL EXPERIMENTAL	1125	27	31	20	14	8
TOTAL CONTROL	444	28	31	18	11	12

7. Did you ever talk after class with a friend about the ideas in the materials?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	559	22.8	37.5	9.8	21.1	8.6
Civics Education Casebooks (Quigley)	90	18.8	37.7	3.3	26.6	13.3
Greater Cleveland Social Science Program (English)	44	4.5	29.5	2.3	43.1	20.5
Experiment in Economic Education--Cities (Senesh)	9	0.0	11.1	22.2	33.3	33.3
Latin America (Taba)	22	9.1	27.3	9.1	40.9	13.6
Elementary Economics (Rader)	28	0.0	25.0	10.7	39.2	25.0
Unidentified	31	6.5	70.9	9.7	3.2	9.7
TOTAL EXPERIMENTAL	783	19.2	37.4	8.8	23.6	10.9
TOTAL CONTROL	397	14.4	28.4	7.3	27.6	21.9
TOTAL INNOVATIVE, NON-PROJECT	59	13.6	49.1	8.5	22.0	6.7

7. Did you ever talk after class with a friend about the ideas in the materials?

	Student Responses Given in Percents				
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	569	18	39	8	20	14
4th only	84	21	25	7	21	26
5th only	216	25	41	8	17	10
6th only	177	14	44	11	21	11
Quigley and Longaker - Civics Education Casebook	114	16	24	10	30	21
English - Greater Cleveland Social Science Program: Modern Civilization (6)	25	15	25	10	35	15
Taba Project - California (4)	23	35	22	22	13	9
Rader - Elementary Economics I (4)	27	19	56	0	26	0
Rader - Elementary Economics III (6)	31	3	3	10	81	3
Berlak and Tomlinson - Washington Univ. Proj. (4)	52	26	30	9	26	9
Fox and Lippitt - SRA (4-6)	176	14	21	5	30	30
4th only	44	14	16	7	27	36
5th only	46	24	24	4	13	35
6th only	86	9	22	5	41	23
Rice - Anthropology Curriculum Project (4-5)	24	0	38	4	38	21
Unidentified	79	15	33	6	16	29
TOTAL EXPERIMENTAL	1115	17	32	8	25	17
TOTAL CONTROL	447	21	27	10	21	20

8. Did you ever talk with your parents about the ideas in the materials?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	556	25.3	41.9	8.3	15.1	9.4
Civics Education Casebooks (Quigley)	88	18.1	26.1	10.2	28.4	17.0
Greater Cleveland Social Science Program (English)	45	8.9	46.6	8.9	26.6	8.9
Experiment in Economic Education--Cities (Senesh)	9	0.0	55.5	0.0	11.1	33.3
Latin America (Taba)	22	18.1	36.3	0.0	31.8	13.6
Elementary Economics (Rader)	28	14.3	46.4	3.6	25.0	10.7
Unidentified	31	19.4	35.4	16.1	12.9	16.1
TOTAL EXPERIMENTAL	779	22.4	40.3	8.3	17.9	10.9
TOTAL CONTROL	397	23.7	38.0	6.5	18.9	12.8
TOTAL INNOVATIVE, NON-PROJECT	60	23.3	55.0	16.6	20.0	0.0

8. Did you ever talk with your parents about the ideas in the materials?

	Student Responses Given in Percents					
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	573	25	39	7	16	13
4th only	84	29	35	6	13	18
5th only	220	27	42	5	13	12
6th only	177	26	37	7	19	11
Quigley and Longaker - Civics Education Casebook	114	11	22	8	39	20
English - Greater Cleveland Social Science Program: Modern Civilization (6)	25	25	25	10	25	15
Taba Project - California (4)	23	30	43	4	13	9
Rader - Elementary Economics I (4)	27	15	60	0	15	11
Rader - Elementary Economics III (6)	31	0	42	6	52	0
Berlak and Tomlinson - Washington Univ. Proj. (4)	52	38	34	9	15	4
Fox and Lippitt - SRA (4-6)	178	10	19	8	34	29
4th only	46	7	11	7	39	37
5th only	46	17	26	7	15	35
6th only	86	8	20	9	41	22
Rice - Anthropology Curriculum Project (4-5)	24	17	33	8	33	8
Unidentified	82	17	39	9	9	27
TOTAL EXPERIMENTAL	1124	20	34	7	22	16
TOTAL CONTROL	445	25	36	8	16	15

9. Would you like to use materials like these next year?

Program	N=	Student responses given in percents				
		YES!=	Yes=	?=	No=	NO!=
Man: A Course of Study (EDC)	559	44.9	22.1	16.6	7.9	8.4
Civics Education Casebooks (Quigley)	88	18.1	28.4	18.1	13.6	21.5
Greater Cleveland Social Science Program (English)	46	17.4	26.0	28.2	6.5	21.7
Experiment in Economic Education--Cities (Senesh)	9	33.3	11.1	55.6	0.0	0.0
Latin America (Taba)	22	9.1	9.1	27.3	40.9	13.6
Elementary Economics (Rader)	28	46.4	14.3	32.1	3.6	3.6
Unidentified	31	45.1	35.4	12.9	0.0	6.5
TOTAL EXPERIMENTAL	783	39.2	22.8	18.6	8.8	10.5
TOTAL CONTROL	396	19.9	18.4	28.2	12.9	20.5
TOTAL INNOVATIVE, NON-PROJECT	60	26.6	35.0	31.6	5.0	1.7

9. Would you like to use materials like these next year?

	Student Responses Given in Percents					
	N=	YES!=	Yes=	?=	No=	NO!=
Dow (EDC) - Man: A Course of Study (4-6)	575	41	25	17	8	9
4th only	84	46	23	18	5	8
5th only	221	51	25	11	7	6
6th only	177	36	31	18	7	9
Quigley and Longaker - Civics Education Casebook	144	21	18	25	16	20
English - Greater Cleveland Social Science Program: Modern Civilization (6)	25	20	30	15	15	20
Taba Project - California (4)	23	39	22	17	9	13
Rader - Elementary Economics I (4)	27	48	7	33	7	4
Rader - Elementary Economics III (6)	31	10	48	16	26	0
Berlak and Tomlinson - Washington Univ. Proj. (4)	52	62	14	16	6	4
Fox and Lippitt - SRA (4-6)	178	8	11	25	16	39
4th only	46	7	13	33	15	33
5th only	46	15	17	13	4	50
6th only	86	6	7	28	22	37
Rice - Anthropology Curriculum Project (4-5)	24	0	8	25	33	33
Unidentified	82	13	10	32	13	32
TOTAL EXPERIMENTAL	1126	31	20	20	11	17
TOTAL CONTROL	429	27	17	24	8	23

10. All in all, how did you feel about the materials?

	N=	Student Responses Given in Percents				
Dow (EDC) - Man: A Course of Study (4-6)	569	41	36	17	4	2
4th only	84	42	35	19	5	0
5th only	220	53	30	12	2	3
6th only	173	38	42	13	5	2
Quigley and Longaker - Civics Education Casebook	114	23	30	35	8	4
English - Greater Cleveland Social Science Program: Modern Civilization (6)	25	25	45	15	5	10
Taba Project - California (4)	23	30	26	30	4	9
Rader - Elementary Economics I (4)	27	41	30	26	4	0
Rader - Elementary Economics III (6)	31	0	48	39	13	0
Berlak and Tomlinson - Washington Univ. Proj. (4)	52	65	23	6	4	2
Fox and Lippitt - SRA (4-6)	168	14	18	32	10	26
4th only	36	11	19	45	14	11
5th only	46	22	11	20	4	43
6th only	86	10	22	34	10	23
Rice - Anthropology Curriculum Project (4-5)	24	0	21	42	17	21
Unidentified	82	18	33	20	11	18
TOTAL EXPERIMENTAL	1110	32	32	22	6	8
TOTAL CONTROL	467	28	27	22	8	15

BERLAK AND TOMLINSON - WASHINGTON UNIVERSITY PROJECT
(Units on Nigeria and Mexico)

Teacher Comments
4-6

Were the materials difficult to use?

- In this unit the slide-tape portion was too fast and therefore difficult. I could not decipher the game that was included.
- The games were impossible to interpret.
- Yes.

At what grades could these materials be successfully used?

- 4-6
- 4th
- Maybe 3-4

What advice would you give another teacher who intended to use these materials?

- Not to use the tapes with the slides, but to read along with the narrative in the teacher's guide in order to promote discussion.
- Be ready to supplement with music, fiesta times, cultural habits, etc., that are lacking - plus geographical relationships.
- Don't use tapes.

What was particularly good about the materials?

- The way in which they were written - in language of the children - human looks at Nigerians - story-like lessons and plays were very successful with my class.
- The student's text on stories; the tapes and slides.
- Ideas of contrast between rural and urban Mexico and adaptation from country to city.

What was particularly bad about the materials?

- Some of the lessons were way too long for one period, but I hated to break them up and sacrifice the continuity.
- Didn't have enough materials and the introduction to the unit could have included realia for better understanding the country.
- Tapes, text.

DOW - (EDC) MAN A COURSE OF STUDY

Teacher Comments
4-6

Were the materials difficult to use?

- No.
- No.
- No., very simple.
- No. With the help of the teacher guide and other teachers assistance who used in the past was most helpful.
- No! Materials are laced with diagrams and pictures which help remedial readers understand concepts.
- No. (Only because AV equipment at our school is scarce and in poor repair)
- No. Some of the art projects are more time consuming than noted.
- No. The booklets for Man A Course of Study are too easy for the majority of 6th graders.
- No. very well organized.
- No. Materials are self-motivating. Although it was much easier having gone around with these materials before. Teachers have to not rely on just teachers manual.
- No. Wish we had more materials to function with 60 pupils.
- There were too many booklets. Pupils seemed to tire of so many booklets.
- No.
- No.
- No. Not at all.
- No.
- No.
- No. Very easy to present and full of exciting ideas.
- No.

At what grades could these materials be successfully used?

- 4-6
- 4-8

Dow - EDC Man A Course of Study, continued

- Best for 5th.
- I think 4th or 5th.
- 6th - I feel personally that anything lower is over their heads.
- 5th (needs much tailoring in 4 and 6).
- 5, 6.
- 4th, 5th, and slower 6th.
- 5-6
- Animal phase on "Man" could be used (4-6); Netsilik phase (5-6).
- 4-6 intermediate
- 5-6
- 5-6
- 3-8
- 5-12
- 4-5-6
- 5th and 6th. Selected material with 2nd when used with 5th grade participating.
- 3-8 (with some reading materials excepted).
- 4, 5
- 4-6

What advice would you give another teacher who intended to use these materials?

- Read the manuals.
- Read and understand basic philosophy and then use the materials feeling free to modify the presentation to fit particular class.
- Don't try to do team teaching unless there is enough materials for all students.
- Have meetings with teachers involved to share experiences.
- Use them and branch out when materials are understood (after one year of teaching possibly).

Dow - EDC Man A Course of Study, continued

- Know the concepts well before beginning. Be prepared for individual differences in your class. Provide for much child directed activity.
- Take the in-service course. Read each unit through before teaching it.
- Much self-study of materials.
- Get proper preparation - workshop, learn games, etc.
- Do some background reading on animals - man. (Anthropology-sociology-animal behaviors, etc.) Also prepare youself in reading manuals for course. Be flexible and adaptable to use other materials or resources where possible. Don't depend on films as a jumping off place.
- Read bibliography in teacher manuals, especially anthropological related books. Feel free to deviate from manual lesson plans, suggestions.
- Be flexible. Don't try to follow the material dogmatically.
- Read manuals completely before and don't try to do all of the activities but rather extend those of interest to kids.
- Use them. But it helps if the teacher himself is interested in animals and nature.
- Study the lessons carefully; keep the purpose clearly defined; start early. Let the children expand - they will if you let them.
- They should completely familiarize themselves with the whole package, preferably by attending in-service seminars with others and directed by teachers who have had experience in using them.
- 1) Read "teacher notes" carefully and determine long and short term goals for each lesson, 2) take periodic breaks in the unit. Kids may get bored if you do the unit continuously.
- Read some adult books - Naked Ape, African Genesis, Territorial Imperative.
- Alternate this material with a more traditional or imaginative program. Be selective in following teachers guide.

What was particularly good about the materials?

- Eskimo studies.
- Beautiful materials - attractively designed. Materials encourage so much thought and discussion. Open-ended approach - scientific inquiry.
- They were very up to date as far as recent research in anthropology.
- The student booklets first then the films.

Dow - EDC Man A Course of Study, continued

- These materials free one from the traditional textbook routine.

- Booklets, films, records, content, original format.

- They are geared in such a way that the material is meaningful to the children. Discussions often get around to the problems at hand today. These problems are put into perspective. (The study of the Eskimos.)

- Films are especially good although I like all the materials for Man. Seal game is excellent.
- Variety, high interest level, games.

- Films - slides - records - booklets - simulation games.

- 1) Kids got personally involved - empathy, 2) subject matter relevant, 3) many varied approaches to learning.

- The Eskimos were very interesting. The material was interesting and the pupils were amazed at the taboos, evil spirits, etc.

- Movies, games, reading material.

- Availability - quality of production, variety, student supply - attractive - booklet form.

- Many booklets, many illustrations, good films. About animals which kids are interested in. Most important, the teacher enjoyed the subject matter. If a teacher doesn't like a subject, why teach it?

- The variety of experiences provided (suggested),the authentic "ring" of the materials, the variety of the materials themselves.

- The AV material and teacher's guides.

- Challenging and varied in their content and presentation. Easy to adapt to kids needs.

- Films - work projects.

- Film footage - games - certain questions given to the student to contemplate and react to.

What was particularly bad about the materials?

- Nothing

- Had to run to pick up films, etc.

- I'll never try to team teach with three classes. I was put on the spot and had to discontinue when we reached the Baboon section.

- If students are not trained to be free from textbooks - it takes a while

for them to become used to the fact that they have nothing to "hold on to." They only have their brain which is quite

- New supplies of disposable items did not come for the second year's use.

- Nothing.

- Film on Salmon leads the children to believe the eggs are deposited from females' mouth.

- Not bad - but inconvenient to depend so much on films - getting them happens to be a problem for me.

- Material in themself are very good. It takes teacher experience and other resources - personality, etc. to make it even more motivating. Perhaps the thing that bugged me the most is phrasing of question and lockstep technique of manual. Teacher should be able to change, become flexible, add and delete. What they feel may be valuable to their particular class. Don't depend solely on manual.

- There was a great deal of extra work and extra time required for the teacher to pick up and deliver the AV materials. I would rather see the written material all in one book.

- Haven't found that yet.

- Some of the wording and vocabulary was unclear and/or needed much teacher interpretation and preparation.

- Books too easy for 6th graders. Children thought they were too "elementary" looking - but they enjoyed the concepts being explained. Comment: "That's a baby's book."

- Dwelling on certain techniques. Specifically discussions orientation. Many of the questions asked provoke little discussion.

Additional Comments

Thank you for giving me this opportunity and I hope to continue next year.

- I've never seem a group of children (and teacher) so"turned on" by such a study as this. I would like to see Man: A Course of Study expanded, as I think it could be. A second or third year experience would be great.

ENGLISH - GCSSP "MODERN CIVILIZATION" (Grade 6)

Teacher Comments
4-6

Were the materials difficult to use?

- Reading level above my weaker students (approx. lower 1/4) especially the second volume.

At what grades could these materials be successfully used?

- 6-8

What advice would you give another teacher who intended to use these materials?

- Have "readers" (parents) assist in reading and discussing in small groups this material.

What was particularly good about the materials?

- Well organized - Tended to help the reader see possible causes of change.

What was particularly bad?

- Reading difficulty. Also of course, this was just a pilot project so the books are not too colorful.

FOX AND LIPPITT - SRA (Grades 4-6)

Teacher Comments
4-6

Were the materials difficult to use?

- No, but not enough teacher preparation was done.
- Yes...too much dependence on resource textbook, lock-step learning, kids grew weary.
- No. The directions took time, but were quite clear.
- No, quite easy.
- While the Resource Text was reasonable to read with the exception of definitions being hard, the directions in the workbook were sometimes hard and awkward.
- Rather academic for some of the children - and sophisticated. Tremendous difficulty with value and judgment inferences.

At what grades could these materials be successfully used?

- 4-6
- No lower than 6. Reading level too difficult for 5. Unit II could be successful.
- 5-6. They were too difficult for the lowest third of my class.
- 4-6
- 5-6+
- 5-7

What advice would you give another teacher who intended to use these materials?

- Should use in beginning of school year.
- Skip Unit I but present its main concepts through role-playing, record, and own imaginative ideas.
- Try to give lots of emphasis to the creative aspects offered in the directions, plus try to extend these by your own ideas. Try to extend ideas into other parts of curriculum, such as vocabulary, story writing, creative dramatics, etc.
- Do the lessons yourself first.
- These materials should be used with more self-directed children.

- Don't use it under 5th grade level - unless a very mature group. Discuss value judgments, etc, very thoroughly and make up forms of your own for drill. Too much too fast with only SRA.

What was particularly good about the materials?

- I believe that it could open children to many possibilities, which traditional programs do not seem to do.

- Its novelty at the beginning for the children. The records, role-playing and stories. Note: I only used Unit 1. Unit II looks far more interesting with more variety in activities and more relevance for the children.

- The directions were precise. The stories were interesting to the children. The ideas were new and stimulating.

- The "doing things," the variety of experiences.

- The subject matter.

- Teaching and exposing the children to bigotry, value judgments, inferences, reasoning. Another method of thinking.

What was particularly bad about the materials?

- Some of the vocabulary seemed beyond the kids. Some could handle "inference" while many others could not.

- Too much dependence on resource textbook, lock-step learning.

- The ideas and vocabulary were a little tough for some of the children. The necessary reading for background information seemed to bore the children. These children seemed to be happiest when participating in or watching the behavior specimens or working on the questionnaires. They were an industrious group who liked fill-in questions, math and other methodical type work. Interpretation or creative thinking was difficult for them.

- They were not applicable culturally to the mores of the Black kids - but in the theories of standard acceptable behaviors and in the white, middle class pictures of white, middle class children. For my white middle class kids it was okay except that integrated school systems can best foster integration by using materials which support it. This didn't -- all different cultural standards of behavior must be posed as acceptable.

- Too much too fast -- dull at times, complicated forms for some.

QUIGLEY AND LONGAKER - CIVIC EDUCATION CASEBOOK
(Conflict, Politics and Freedom - Grade 5)

Teacher Comments
4-6

Were the materials difficult to use?

- Not really.
- No.
- No. However, we used only the first unit, as we correlated it with our social studies book. Timing was excellent.
- In several areas I found it necessary to fill in background material for the children - for example - they were wonderfully vague about labor unions.
- No.

At what grades could these materials be successfully used?

- 4-6, possibly 7.
- 4-6
- I think 5 or 6.
- Suggest these materials more appropriate to junior high level also more AV materials would be helpful.
- I imagine 5-8.

What advice would you give another teacher who intended to use these materials?

- Stay away from closed questions. Don't have pre-conceived answers.
- Use with other materials on American government and political theory.
- Start a bit earlier in the year. However, our Social Studies took longer than I had anticipated. Would have liked 3 or 4 more weeks on the units #2-3.
- Teach the children how to argue and defend their own position, to give reasons for their opinion and to give parallel examples in the "here and now" of their own experience.
- Be creative in pulling in outside resources (people, movies, games, etc.). Not many ideas in teachers guide that are really stimulating. Don't use the questions after the cases except as a guide.

Quigley and Longaker - Civic Education Casebook

Teacher Comments
4-6

What was particularly good about the materials?

- Children were interested in the issues discussed in them.
- Cases - left room for much discussion.
- The humorous treatment and funny names got them interested. A fine beginning got them going.
- They began with a fantasy which covered the main points of the development, and problems, and possible solutions of government, then moved to specific cases in our recent history. The common format of the development of the government of Sarnia was often used as a point of reference.
- It made the students more active and interested in government and the governing process.

What was particularly bad about the materials?

- It would have been nice for kids to be able to write notes in them but that would involve the purchase of them.
- I really have no criticisms.
- The children were just not old enough to have a sufficient background for the questions raised by the materials, in many cases the situations were not "real" to them.
- The cases and discussions can get boring if some "spice" is not added.

Additional Comments

- I was a bit reluctant about them at first but am very enthusiastic now. They were a wonderfully bright shot in the arm at the end of the year to spark things up.

RADER - ELEMENTARY ECONOMICS I (Grade 4)

Teacher Comments
4-6

Were the materials difficult to use?

- No, as a matter of fact I'd even suggest using the materials with a sharp 3rd grade class.

At what grades could these materials be successfully used?

- 3, 4

What advice would you give another teacher who intended to use these materials?

- Coordinate the course with the 4th grade study of social studies.

What was particularly good about the materials?

- The study of econ is taught in a "story book" form which interests children. Also the children liked the self-tests.

What was particularly bad about the materials?

- Nothing.

RADER - ELEMENTARY ECONOMICS III (Grade 6) Teacher Comments 4-6

Were the materials difficult to use?

- No.

At what grades could these materials be successfully used?

- I think the Econ Program could be used in 4-5 grades better than 6th. This happens to be a rather immature group so they did gain quite a bit from the materials.

What advice would you give another teacher who intended to use these materials?

- These materials open the door for many types of projects and problem-solving lessons. My student teacher found the material of great help.

What was particularly good about the materials?

- I used the materials while working with a student teacher and then developed a unit on World Trade Relationships which my class enjoyed. I think they were highly motivated and the materials served a useful purpose.

What was particularly bad about the materials?

- Having to wait so long for the evaluation forms may have decreased their value to you.

Were the materials difficult to use?

- No. But not enough individual activities.
- Vocabulary eventually became too much of a chore - in order to make relevant much resourcing had to be done.
- The materials were too difficult for these kids. (Grade 5)

At what grades could these materials be successfully used?

- 4-6 was good but a bit "heavy" for some.
- 5-6

What advice would you give another teacher who intended to use these materials?

- Find ways to do individual projects and research. We did some projects, but need to find more to do in place of discussion.
- It's a good core-start, but you must prepare materials for whole unit much in advance to be effective. This would take approximately 40-65 hours.

What was particularly good about the materials?

- The concepts of Anthropology - similarities and differences - were great. They didn't like the unit, but I know that they really learned a lot and broadened their outlook.
- Illustration booklet.

What was particularly bad about the materials?

- Too much necessity for group discussion. They dislike it.
- Too much time needed to translate materials into usable materials.

TABA PROJECT - CALIFORNIA (Grade 4)

Teacher Comments
4-6

Were the materials difficult to use?

- No.
- No.

At what grades could these materials be successfully used?

- 4-6

- 4-6

What advice would you give another teacher who intended to use these materials?

- Need wide variety of books. Cut down on charting.

- To follow the guide books time per study unit.

What was particularly good about the materials?

- Generalizing from facts. Inferencing. Learning to use wide range of materials. Accepting all answers. Openness of discussions.

- Booklets and films which required the students to think (did not give all information.)

What was particularly bad about the materials?

- Modern California wasn't too interesting. Too much on regions, products, etc. History part much more interesting to kids.

- Activities and simulations need more variety.

SECONDARY STATISTICS

7-12

1. In order to do well using the materials, students have to memorize a lot.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	8	12	20	12	38	38	76
Fenton Comparative Political Systems	89	8	12	20	17	52	11	63
High School Geography Project	85	9	9	18	8	55	23	78
Harvard Series Unit Books	152	3	15	18	15	54	12	66
Subject to Citizen	67	6	22	28	15	40	16	56
Civic Education Case Books	38	5	21	26	29	29	15	44
Fenton (Western Society)	105	10	19	29	15	38	18	56
Fenton (Tradition and Change)	77	6	14	20	16	49	14	63
20th Century Asia	12	8	0	8	8	42	42	84

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	649	6	15	21	15	47	16	63
TOTAL CONTROL	343	20	29	49	11	26	13	39
Placebo #1	43	9	14	23	23	40	9	49
Placebo #2	50	23	31	54	14	14	1	15
TOTAL INNOVATIVE NON-PROJECT	195	10	24	34	11	35	19	54

2. For many of the students in my class, the materials were

_____A. much too hard
_____B. too hard
_____C. about right
_____D. too easy
_____E. much too easy

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	23	9	39	48	48	4	0	4
Fenton Comparative Political Systems	33	6	18	24	54	12	10	22
High School Geography Project	85	2	7	9	81	5	2	7
Harvard Series Unit Books	144	3	15	18	77	3	2	5
Subject to Citizen	68	3	22	25	68	3	3	6
Civic Education Case Books	37	3	16	19	70	8	3	11
Fenton (Western Society)	96	3	32	35	60	4	0	4
Fenton (Tradition and Change)	75	4	19	23	72	4	1	5
20th Century Asia	11	0	22	22	77	0	0	0
Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	622	4	19	23	69	5	3	8
TOTAL CONTROL	319	7	21	28	60	9	3	12
Placebo #1	43	4	44	48	42	0	0	0
Placebo #2	50	12	20	32	47	2	0	2
TOTAL INNOVATIVE NON-PROJECT	188	3	21	24	73	2	0	2

3. Would you like to learn more about what you studied using the materials?

_____a. definitely yes!
_____b. yes
_____c. maybe
_____d. no
_____e. gag, yech, pitooey

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	12	16	28	29	25	16	41
Fenton Comparative Political Systems	88	8	18	26	39	18	16	34
High School Geography Project	85	9	47	56	27	8	8	16
Harvard Series Unit Books	151	11	30	41	36	10	12	22
Subject to Citizen	69	9	19	28	22	14	36	50
Civic Education Case Books	37	11	38	49	32	8	11	19
Fenton (Western Society)	105	8	32	40	30	15	14	29
Fenton (Tradition and Change)	77	12	29	41	39	10	10	20
20th Century Asia	12	25	33	58	33	0	8	8
Totals	N=	A=	B=	A+B	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	648	10	30	40	33	13	15	28
TOTAL CONTROL	338	18	27	45	34	11	10	21
Placebo #1	43	14	20	34	33	16	4	20
Placebo #2	50	18	10	28	37	14	14	28
TOTAL INNOVATIVE NON-PROJECT	194	23	28	51	30	7	12	19

4. The ideas in the materials were interesting.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	25	42	67	21	4	8	12
Fenton Comparative Political Systems	89	8	60	68	13	13	6	19
High School Geography Project	85	13	65	78	19	2	1	3
Harvard Series Unit Books	152	14	57	71	23	4	2	6
Subject to Citizen	69	9	37	46	28	12	14	26
Civic Education Case Books	37	22	51	73	11	14	3	17
Fenton (Western Society)	105	14	58	72	20	4	4	8
Fenton (Tradition and Change)	75	15	60	75	16	8	1	9
20th Century Asia	12	42	50	92	8	0	0	0
Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	648	14	56	70	19	7	4	11
TOTAL CONTROL	347	7	36	43	37	20	7	27
Placebo #1	43	9	47	56	20	12	2	14
Placebo #2	50	10	39	49	25	12	4	16
TOTAL INNOVATIVE NON-PROJECT	199	18	51	69	19	9	3	12

5. The materials made me think.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	42	33	75	12	8	4	12
Fenton Comparative Political Systems	89	13	48	61	22	13	3	16
High School Geography Project	85	23	54	77	13	7	2	9
Harvard Series Unit Books	151	10	51	61	28	8	3	11
Subject to Citizen	69	12	33	45	25	19	12	31
Civic Education Case Books	37	24	38	62	22	8	8	16
Fenton (Western Society)	105	24	50	74	15	6	4	10
Fenton (Tradition and Change)	76	22	47	69	20	10	1	11
20th Century Asia	11	45	45	90	10	0	0	0
Totals	**N=**	**A=**	**B=**	**A+B=**	**C=**	**D=**	**E=**	**D+E=**
TOTAL EXPERIMENTAL	647	18	47	65	20	9	6	15
TOTAL CONTROL	346	12	34	46	19	25	10	35
Placebo #1	43	9	53	62	20	9	0	9
Placebo #2	50	16	31	47	18	14	14	28
TOTAL INNOVATIVE NON-PROJECT	197	26	46	72	14	11	3	14

6. The materials changed my way of thinking.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

Program	N=	Student responses given in percents A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	16	21	37	33	21	8	29
Fenton Comparative Political Systems	89	3	11	14	29	43	13	56
High School Geography Project	85	4	13	17	45	27	12	39
Harvard Series Unit Books	151	3	17	20	34	31	14	45
Subject to Citizen	69	3	22	25	36	25	14	39
Civic Education Case Books	37	0	40	40	32	16	11	27
Fenton (Western Society)	101	7	22	29	29	29	13	42
Fenton (Tradition and Change)	77	9	27	36	26	31	6	37
20th Century Asia	12	8	33	41	42	8	8	16

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	645	7	19	26	32	29	12	41
TOTAL CONTROL	341	4	16	20	29	34	16	50
Placebo #1	43	2	14	16	30	40	0	40
Placebo #2	50	6	16	22	25	22	22	44
TOTAL INNOVATIVE NON-PROJECT	193	6	24	30	37	24	9	33

7. The materials changed some of my ideas.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	16	50	66	21	4	8	12
Fenton Comparative Political Systems	89	3	39	42	20	33	4	37
High School Geography Project	85	2	46	48	33	13	6	19
Harvard Series Unit Books	152	1	46	47	32	14	6	20
Subject to Citizen	66	5	36	41	27	22	9	31
Civic Education Case Books	37	11	46	57	21	14	8	22
Fenton (Western Society)	101	8	42	50	17	25	9	34
Fenton (Tradition and Change)	76	10	50	60	25	14	0	14
20th Century Asia	12	25	25	50	42	8	0	8
Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	642	6	43	49	26	19	6	25
TOTAL CONTROL	325	6	44	50	19	19	12	31
Placebo #1	43	2	47	49	18	23	0	23
Placebo #2	50	2	33	35	18	22	14	36
TOTAL INNOVATIVE NON-PROJECT	191	6	51	57	21	15	6	21

8. In social studies, the most important things to learn are facts.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	4	0	4	4	29	63	92
Fenton Comparative Political Systems	87	5	21	26	14	37	25	62
High School Geography Project	84	15	33	48	18	18	15	33
Harvard Series Unit Books	153	12	23	35	17	30	17	47
Subject to Citizen	67	13	30	43	25	19	12	31
Civic Education Case Books	37	27	14	41	24	24	11	35
Fenton (Western Society)	103	4	22	26	21	26	26	52
Fenton (Tradition and Change)	76	6	6	12	11	40	37	77
20th Century Asia	12	0	8	8	25	42	25	67
Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	643	10	20	30	18	30	22	52
TOTAL CONTROL	356	6	35	41	35	14	10	24
Placebo #1	43	5	25	30	25	30	15	45
Placebo #2	50	13	20	33	4	16	47	63
TOTAL INNOVATIVE NON-PROJECT	186	21	36	57	33	4	5	9

9. All in all, the materials are

_____A. excellent
_____B. good
_____C. fair
_____D. poor
_____F. a failure

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	38	29	67	16	8	8	16
Fenton Comparative Political Systems	88	7	44	51	24	17	8	25
High School Geography Project	85	27	56	83	9	0	6	6
Harvard Series Unit Books	153	17	57	74	19	3	3	6
Subject to Citizen	68	15	28	43	40	3	15	18
Civic Education Case Books	37	16	54	70	21	5	3	8
Fenton (Western Society)	100	15	56	71	19	7	3	10
Fenton (Tradition and Change)	73	11	59	70	19	5	7	12
20th Century Asia	12	33	67	100	0	0	0	0

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	640	17	51	68	20	6	6	12
TOTAL CONTROL	356	6	32	38	38	14	10	24
Placebo #1	43	10	30	40	50	10	0	10
Placebo #2	50	9	36	45	34	7	13	20
TOTAL I INNOVATIVE NON-PROJECT	186	21	41	62	28	4	6	10

10. In comparison to social studies materials I have used in the past, the reading in the experimental materials was

_____A. much more interesting
_____B. more interesting
_____C. about the same
_____D. less interesting
_____E. much less interesting

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	33	33	66	17	8	8	16
Fenton Comparative Political Systems	89	15	44	59	19	15	8	23
High School Geography Project	85	34	50	84	12	4	1	5
Harvard Series Unit Books	154	25	49	74	17	6	3	9
Subject to Citizen	68	16	30	46	24	23	7	30
Civic Education Case Book	41	22	56	78	17	5	0	5
Fenton (Western Society)	105	18	47	65	19	13	3	16
Fenton (Tradition and Change)	76	25	51	76	17	6	1	7
20th Century Asia	12	58	25	83	16	0	0	0

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	654	24	46	70	18	9	4	13
Placebo #1	43	12	28	40	20	26	14	40
Placebo #2	51	12	41	53	37	6	4	10

11. In comparison to social studies assignments I have had in the past, the assignments I did using the experimental materials were

_____A. much more interesting
_____B. more interesting
_____C. about the same
_____D. less interesting
_____E. much less interesting

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	33	21	54	33	8	4	12
Fenton Comparative Political Systems	88	3	26	29	45	17	8	25
High School Geography Project	85	32	51	83	14	4	0	4
Harvard Series Unit Books	155	11	43	54	34	8	5	13
Subject to Citizen	67	20	30	50	19	15	15	30
Civic Education Case Books	40	18	35	53	35	13	0	13
Fenton (Western Society)	105	12	43	55	25	15	5	20
Fenton (Tradition and Change)	76	6	41	47	37	9	6	15
20th Century Asia	12	25	25	50	33	16	0	16

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	652	15	39	54	29	11	5	16
Placebo #1	40	3	20	23	52	20	5	25
Placebo #2	51	12	29	41	43	10	6	16

12. In comparison to ideas I have studied using past social studies materials, the ideas I studied using the experimental materials were

_____A. much more interesting
_____B. more interesting
_____C. about the same
_____D. less interesting
_____E. much less interesting

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	22	27	45	72	9	9	9	18
Fenton Comparative Political Systems	89	16	40	56	29	10	4	14
High School Geography Project	84	24	52	76	21	1	1	2
Harvard Series Unit Books	155	17	48	65	26	6	3	9
Subject to Citizen	68	17	32	49	38	9	3	12
Civic Education Case Books	41	27	41	68	24	7	0	7
Fenton (Western Society)	105	17	50	67	23	8	3	11
Fenton (Tradition and Change)	77	35	40	75	13	9	3	12
20th Century Asia	12	50	42	92	0	0	8	8

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	653	21	45	66	24	7	3	10
Placebo #1	50	12	30	42	36	16	6	22
Placebo #2	42	18	36	54	33	12	0	12

13. In comparison to social studies materials I have used in the past, the experimental materials presented more new ideas.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	33	42	75	21	0	4	4
Fenton Comparative Political Systems	89	7	60	67	21	11	1	12
High School Geography Project	85	32	54	86	8	4	2	6
Harvard Series Unit Books	154	14	57	71	23	3	2	5
Subject to Citizen	68	14	35	49	38	9	3	12
Civic Education Case Books	41	24	44	68	24	7	0	7
Fenton (Western Society)	105	22	54	76	17	7	0	7
Fenton (Tradition and Change)	77	25	53	78	19	3	0	3
20th Century Asia	12	42	50	92	8	0	0	0

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	655	20	51	71	21	6	1	7
Placebo #1	41	19	44	63	27	10	0	10
Placebo #2	50	12	40	52	32	10	6	16

14. I learned more using the experimental materials than I did using past social studies materials.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	33	38	71	12	12	4	16
Fenton Comparative Political Systems	88	7	29	36	26	29	8	37
High School Geography Project	85	32	38	70	21	7	2	9
Harvard Series Unit Books	154	19	37	56	28	11	4	15
Subject to Citizen	69	10	32	42	32	16	10	26
Civic Education Case Books	41	29	34	63	22	15	0	15
Fenton (Western Society)	105	11	31	42	37	16	4	20
Fenton (Tradition and Change)	77	30	42	72	16	10	3	13
20th Century Asia	12	42	42	84	8	8	0	8

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	655	20	35	55	26	15	5	20
Placebo #1	41	22	32	54	24	12	10	22
Placebo #2	49	10	39	49	16	26	8	34

15. In comparison to social studies materials I have used in the past, the ideas in the experimental materials are

_____A. much more meaningful and relevant
_____B. more meaningful and relevant
_____C. about the same
_____D. less meaningful and relevant
_____E. much less meaningful and relevant

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	17	54	71	17	8	4	12
Fenton Comparative Political Systems	89	10	39	49	29	18	3	21
High School Geography Project	84	9	62	71	23	4	1	5
Harvard Social Studies Unit Books	155	17	59	76	23	1	0	1
Subject to Citizen	68	22	16	38	45	10	7	17
Civic Education Case Books	38	21	37	58	29	10	3	13
Fenton (Western Society)	103	21	45	66	22	7	4	11
Fenton (Tradition and Change)	76	26	56	82	16	0	1	1
20th Century Asia	11	27	63	90	8	0	0	0

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	648	18	48	66	25	6	2	8
Placebo #1	51	14	43	57	39	4	0	4
Placebo #2	40	20	38	58	35	5	2	7

16. In comparison to social studies materials I have used in the past, the experimental materials encouraged me to use more of my own ideas.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	38	54	92	0	4	4	8
Fenton Comparative Political Systems	89	17	31	48	25	21	6	27
High School Geography Project	84	32	43	75	16	6	2	8
Harvard Series Unit Books	154	14	38	52	29	17	2	19
Subject to Citizen	69	16	35	51	25	14	10	24
Civic Education Case Books	42	24	33	57	24	20	0	20
Fenton (Western Society)	105	32	42	74	11	10	4	14
Fenton (Tradition and Change)	77	26	40	66	17	14	3	17
20th Century Asia	12	50	16	66	33	0	0	0

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	656	23	37	60	21	14	4	18
Placebo #1	49	10	16	26	37	26	10	36
Placebo #2			D A T A M I S S I N G					

17. In comparison to social studies material I have used in the past, the experimental materials made me think more.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Programs	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Amherst History Units	24	38	33	71	21	4	4	8
Fenton Comparative Political Systems	89	15	39	54	24	21	1	22
High School Geography Project	84	28	45	73	15	6	6	12
Harvard Series Unit Books	154	14	48	62	25	9]	4	13
Subject to Citizen	69	14	23	37	32	23	7	30
Civic Education Case Books	40	30	38	68	15	15	2	17
Fenton (Western Society)	105	30	43	73	17	5	4	9
Fenton (Tradition and Change)	77	29	47	76	16	8	1	9
20th Century Asia	12	58	33	91	0	0	8	8

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	654	23	41	64	20	11	4	15
Placebo #1	47	17	34	51	19	21	8	29
Placebo #2	40	15	30	45	35	20	0	20

1. The reading in the materials was

_____A. much too hard
_____B. too hard
_____C. about right
_____D. too easy
_____E. much too easy

Program	N=	Student Responses Given in Percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	4	6	10	81	4	4	8
Oliver and Newman - Harvard Series Units (9)	33	0	9	9	90	0	0	0
Quigley and Longaker - Civic Education Casebook (8)	115	0	7	7	78	14	1	15
Fenton - Western Society (9-10)	57	5	19	24	68	7	0	7
Fenton - Tradition and Change (9-12)	34	0	15	15	85	0	0	0
Michaelis and McKeown - 20th Century Asia (10)	29	10	24	34	55	10	0	10
Angell - SRSS Episodes (9,11)	32	0	9	9	81	9	0	9
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	3	13	16	73	7	3	10
McKeown - World Studies Inquiry Program (9)	2	0	0	0	100	0	0	0
Michaelis - Asian Studies Project (9-12)	105	1	2	3	81	8	9	17
Multi -projects (9-12)	43	2	10	12	83	5	0	5

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	564	2	10	12	78	8	2	10
TOTAL CONTROL	193	2	15	17	73	9	2	11
Program A	86	3	8	11	84	3	1	4
Program B	52	0	6	6	92	2	0	2
Kownslar	55	0	2	2	95	4	0	4
TOTAL INNOVATIVE, NON-PROJECT	331	2	6	8	87	5	1	6

2. I learned a lot from these materials.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

Program	N=	Student Responses Given in Percents						
		A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	15	43	58	30	2	9	11
Oliver and Newman - Harvard Series Units (9)	33	30	57	87	6	6	0	6
Quigley and Longaker - Civic Education Casebook (8)	117	2	44	46	39	13	3	16
Fenton - Western Society (9-10)	57	16	35	51	26	11	12	23
Fenton - Tradition and Change (9-12)	34	15	62	77	15	6	3	9
Michaelis and McKeown - 20th Century Asia (10)	29	3	24	27	24	28	21	49
Angell - SRSS Episodes (9,11)	32	6	38	44	41	9	6	15
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	7	46	52	33	7	6	13
McKeown - World Studies Inquiry Program (9)	2	0	50	50	50	0	0	0
Michaelis - Asian Studies Project (9-12)	105	10	50	60	27	10	3	13
Multi -projects (9-12)	43	7	42	49	40	10	2	12

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E
TOTAL EXPERIMENTAL	566	10	45	55	30	10	5	15
TOTAL CONTROL	192	9	32	41	33	17	9	26
Program A	86	14	59	73	14	6	7	13
Program B	52	12	48	60	27	8	6	14
Kownslar	55	4	47	51	25	20	4	24
TOTAL INNOVATIVE, NON-PROJECT	327	15	53	68	21	6	5	11

3. The ideas I studied in the materials were

_____A. very interesting
_____B. interesting
_____C. undecided
_____D. dull
_____E. very dull

		Student Responses Given in Percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	23	51	72	15	6	4	10
Oliver and Newman - Harvard Series Units (9)	33	24	54	78	15	6	0	6
Quigley and Longaker - Civic Education Casebook (8)	114	13	59	72	18	7	3	10
Fenton - Western Society (9-10)	57	12	40	52	28	9	11	20
Fenton - Tradition and Change (9-12)	34	26	56	82	9	9	0	9
Michaelis and McKeown - 20th Century Asia (10)	29	3	41	44	28	24	3	27
Angell - SRSS Episodes (9,11)	32	6	72	82	19	3	0	3
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	12	60	72	19	6	3	9
McKeown - World Studies Inquiry Program (9)	2	50	50	100	0	0	0	0
Michaelis - Asian Studies Project (9-12)	105	15	46	61	24	10	[illegible]	16
Multi -projects (9-12)	43	5	65	71	21	7	2	9

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	563	14	54	68	20	8	4	12
TOTAL CONTROL	193	9	39	48	27	20	5	25
Program A	85	11	54	65	22	8	5	13
Program B	52	12	60	72	19	6	4	10
Kownslar	55	4	58	62	22	16	0	16
TOTAL INNOVATIVE, NON-PROJECT	330	17	55	72	17	9	2	11

4. Th[illegible]ials we used changed some of my ideas.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

Program	N=	Student Responses Given in Percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	6	34	40	28	28	4	12
Oliver and Newman - Harvard Series Units (9)	33	6	51	65	27	12	3	15
Quigley and Longaker - Civic Education Casebook (8)	117	2	37	39	35	16	10	26
Fenton - Western Society (9-10)	57	9	30	39	32	25	5	30
Fenton - Tradition and Change (9-12)	34	6	47	53	29	15	3	18
Michaelis and McKeown - 20th Century Asia (10)	28	0	29	29	32	36	4	40
Angell - SRSS Episodes (9,11)	32	6	59	65	22	9	0	9
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	6	48	54	30	9	7	16
McKeown - World Studies Inquiry Program (9)	2	50	0	50	0	50	0	50
Michaelis - Asian Studies Project (9-12)	104	5	30	35	32	23	10	33
Multi -projects (9-12)	43	0	37	37	40	19	5	24

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	564	5	38	43	32	19	7	26
TOTAL CONTROL	193	7	34	44	32	22	5	27
Program A	86	8	33	41	31	22	6	28
Program B	52	12	60	72	19	6	4	10
Kownslar	55	2	35	37	29	33	2	35
TOTAL INNOVATIVE, NON-PROJECT	331	8	43	51	27	19	3	22

5. The materials we used in class made me think.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

Program	N=	Student Responses Given in Percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	34	45	79	15	2	4	6
Oliver and Newman - Harvard Series Units (9)	33	27	51	78	15	3	3	6
Quigley and Longaker - Civic Education Casebook (8)	115	13	57	70	18	9	3	12
Fenton - Western Society (9-10)	57	23	37	60	25	11	5	16
Fenton - Tradition and Change (9-12)	34	15	68	83	12	6	0	6
Michaelis and McKeown - 20th Century Asia (10)	29	3	59	62	21	14	3	17
Angell - SRSS Episodes (9,11)	32	0	69	69	6	13	6	19
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	16	58	64	18	3	5	8
McKeown - World Studies Inquiry Program (9)	2	50	0	50	50	0	0	0
Michaelis - Asian Studies Project (9-12)	105	9	41	50	35	11	4	15
Multi -projects (9-12)	43	10	47	57	21	16	7	23

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	564	15	51	66	21	9	4	13
TOTAL CONTROL	193	12	38	50	27	17	5	22
Program A	86	14	60	74	15	7	3	10
Program B	52	25	60	85	8	6	2	8
Kownslar	55	2	62	64	20	15	2	17
TOTAL INNOVATIVE, NON-PROJECT	331	18	60	78	13	7	2	9

6. In order to do well using these materials, students have to memorize alot.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	4	13	17	13	55	15	70
Oliver and Newman - Harvard Series Units (9)	33	6	21	27	33	21	18	39
Quigley and Longaker - Civic Education Casebook (8)	115	7	14	21	21	37	22	59
Fenton - Western Society (9-10)	57	16	11	27	19	35	19	54
Fenton - Tradition and Change (9-12)	34	3	26	29	9	26	6	32
Michaelis and McKeown - 20th Century Asia (10)	29	7	10	17	28	38	17	55
Angell - SRSS Episodes (9,11)	32	9	16	25	16	41	19	60
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	6	18	24	20	45	10	55
McKeown - World Studies Inquiry Program (9)	2	0	0	0	0	0	100	100
Michaelis - Asian Studies Project (9-12)	104	10	13	23	19	41	17	58
Multi -projects (9-12)	43	7	14	21	21	47	12	59

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	563	8	15	23	20	41	17	58
TOTAL CONTROL	192	14	27	41	19	31	8	39
Progra A	86	9	13	22	7	45	26	71
Program B	52	8	12	20	27	38	15	53
Kownslar	55	15	22	37	13	38	13	51
TOTAL INNOVATIVE, NON-PROJECT	331	13	19	32	15	40	14	54

7. For many of the students in my class, these materials were

_____A. much too hard
_____B. too hard
_____C. about right
_____D. too easy
_____E. much too easy

Program	N=	Student responses given in percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	6	21	27	66	6	0	6
Oliver and Newman - Harvard Series Units (9)	33	0	34	34	66	0	0	0
Quigley and Longaker - Civic Education Casebook (8)	115	3	11	14	76	9	1	10
Fenton - Western Society (9-10)	56	9	39	48	48	4	0	4
Fenton - Tradition and Change (9-12)	34	6	24	30	68	3	0	3
Michaelis and McKeown - 20th Century Asia (10)	29	10	41	51	45	0	3	3
Angell - SRSS Episodes (9,11)	32	13	9	22	78	0	0	0
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	7	19	26	69	4	0	4
McKeown - World Studies Inquiry Program (9)	2	0	0	0	100	0	0	0
Michaelis - Asian Studies Project (9-12)	95	4	17	21	68	9	1	10
Multi -projects (9-12)	43	2	14	16	67	14	2	16

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	565	6	20	26	67	6	1	7
TOTAL CONTROL	193	5	19	24	69	4	3	7
Program A	86	2	15	17	73	7	2	9
Program B	52	8	15	23	77	0	0	0
Kownslar	55	0	11	11	80	9	0	9
TOTAL INNOVATIVE, NON-PROJECT	331	2	14	16	77	7	1	8

8. Would you like to have future classes in which you use the same type of materials you used in this class?

_____A. Definitely yes!
_____B. Yes
_____C. Maybe
_____D. Nope
_____E. Absolutely not

Program	N=	Student Responses Given in Percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	9	32	41	43	6	11	17
Oliver and Newman - Harvard Series Units (9)	33	24	30	54	27	15	3	18
Quigley and Longaker - Civic Education Casebook (8)	115	13	24	37	33	18	11	29
Fenton - Western Society (9-10)	57	12	18	30	38	14	18	32
Fenton - Tradition and Change (9-12)	34	24	24	48	24	21	9	30
Michaelis and McKeown - 20th Century Asia (10)	29	0	14	14	31	24	31	55
Angell - SRSS Episodes (9,11)	32	9	34	43	28	16	13	29
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	3	35	38	47	8	7	15
McKeown - World Studies Inquiry Program (9)	2	50	0	50	50	0	0	0
Michaelis - Asian Studies Project (9-12)	105	14	37	51	30	10	10	20
Multi -projects (9-12)	43	12	33	45	26	16	14	30

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	564	12	29	41	33	15	11	26
TOTAL CONTROL	194	6	21	27	25	25	23	48
Program A	86	17	23	40	29	15	15	30
Program B	52	15	27	42	35	15	8	23
Kownslar	55	4	31	35	36	22	7	29
TOTAL INNOVATIVE, NON-PROJECT	331	17	28	45	34	13	6	19

9. All in all, the materials we used were

____A. excellent
____B. good
____C. fair
____D. poor
____E. a failure

		Student responses given in percents						
Program	N=	A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	13	53	66	23	6	4	10
Oliver and Newman - Harvard Series Units (9)	32	19	56	75	25	0	0	0
Quigley and Longaker - Civic Education Casebook (8)	115	11	53	64	26	4	5	9
Fenton - Western Society (9-10)	57	16	39	55	33	9	4	13
Fenton - Tradition and Change (9-12)	34	24	35	59	35	0	6	6
Michaelis and McKeown - 20th Century Asia (10)	29	10	28	38	34	17	10	27
Angell - SRSS Episodes (9,11)	32	13	41	54	38	6	3	9
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	4	57	61	31	4	3	7
McKeown - World Studies Inquiry Program (9)	2	50	50	100	0	0	0	0
Michaelis - Asian Studies Project (9-12)	105	14	46	60	31	5	4	9
Melti -projects (9-12)	43	5	44	49	42	10	0	10
Totals	**N=**	**A=**	**B=**	**A+B=**	**C=**	**D=**	**E=**	**D+E=**
TOTAL EXPERIMENTAL	563	13	47	60	31	5	4	9
TOTAL CONTROL	193	9	33	42	42	11	5	16
Program A	86	14	52	66	24	5	5	10
Program B	52	10	58	68	29	4	0	4
Kownslar	55	5	53	58	31	11	0	11
TOTAL INNOVATIVE, NON-PROJECT	331	16	52	68	25	5	2	7

10. Having used the materials, I would say that social studies is

_____A. very important to my life
_____B. important to my life
_____C. undecided
_____D. unimportant to my life
_____E. irrelevant to my life

Program	N=	Student responses given in percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	11	38	39	32	13	6	19
Oliver and Newman - Harvard Series Units (9)	32	13	53	66	28	0	6	6
Quigley and Longaker - Civic Education Casebook (8)	115	15	44	59	30	8	3	11
Fenton - Western Society (9-10)	57	14	44	58	23	12	7	19
Fenton - Tradition and Change (9-12)	34	24	32	56	29	12	3	15
Michaelis and McKeown - 20th Century Asia (10)	29	7	41	48	28	7	17	24
Angell - SRSS Episodes (9,11)	32	22	41	63	25	9	3	12
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	10	34	44	37	7	10	17
McKeown - World Studies Inquiry Program (9)	2	0	50	50	50	0	0	0
Michaelis - Asian Studies Project (9-12)	105	10	37	47	35	8	10	18
Multi -projects (9-12)	43	14	51	65	30	5	0	5

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	563	13	41	54	31	8	7	15
TOTAL CONTROL	193	13	37	50	36	11	4	15
Program A	86	9	34	43	38	8	10	18
Program B	52	17	48	65	27	6	2	8
Kownslar	55	4	58	62	24	11	4	15
TOTAL INNOVATIVE, NON-PROJECT	331	17	44	61	28	7	4	11

11. In comparison to social studies materials I have used in the past, the reading in this year's materials was

_____A. much more interesting
_____B. more interesting
_____C. about the same
_____D. less interesting
_____E. much less interesting

Program	N=	Student responses given in percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	19	34	53	34	9	4	13
Oliver and Newman - Harvard Series Units (9)	33	35	35	70	23	7	0	7
Quigley and Longaker - Civic Education Casebook (8)	115	23	29	52	29	13	6	19
Fenton - Western Society (9-10)	57	21	26	38	33	14	5	19
Fenton - Tradition and Change (9-12)	34	35	26	61	29	3	6	9
Michaelis and McKeown - 20th Century Asia (10)	29	7	21	28	31	31	10	41
Angell - SRSS Episodes (9,11)	32	13	31	44	41	13	3	16
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	24	39	63	33	4	0	4
McKeown - World Studies Inquiry Program (9)	2	50	50	100	0	0	0	0
Michaelis - Asian Studies Project (9-12)	105	21	35	56	34	6	3	9
Multi -projects (9-12)	43	12	35	47	35	16	2	18

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	564	21	32	53	32	11	4	15
TOTAL CONTROL	193	10	26	36	36	21	7	28
Program A	86	31	29	60	21	12	7	19
Program B	52	19	44	63	17	15	4	19
Kownslar	55	16	33	49	25	16	9	25
TOTAL INNOVATIVE, NON-PROJECT	331	27	36	63	21	11	5	16

12. In comparison to social studies assignments I have had in the past, the assignments I did using this year's materials were

_____A. much more interesting
_____B. more interesting
_____C. about the same
_____D. less interesting
_____E. much less interesting

Program	N=	Student responses given in percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	9	30	39	51	9	2	11
Oliver and Newman - Harvard Series Units (9)	33	7	53	60	35	3	3	6
Quigley and Longaker - Civic Education Casebook (8)	116	9	30	39	39	15	7	22
Fenton - Western Society (9-10)	57	12	32	44	39	16	2	18
Fenton - Tradition and Change (9-12)	34	15	32	47	47	0	6	6
Michaelis and McKeown - 20th Century Asia (10)	29	3	14	17	38	28	17	45
Angell - SRSS Episodes (9,11)	32	3	22	25	44	16	13	29
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	22	42	64	34	1	0	1
McKeown - World Studies Inquiry Program (9)	2	50	0	50	50	0	0	0
Michaelis - Asian Studies Project (9-12)	105	15	32	47	43	34	3	37
Multi -projects (9-12)	43	7	23	30	56	14	0	14

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	565	12	32	44	42	10	4	14
TOTAL CONTROL	193	8	19	27	45	21	7	28
Program A	86	27	34	61	23	9	7	16
Program B	52	15	40	65	35	8	2	10
Kownslar	55	15	44	59	27	9	5	14
TOTAL INNOVATIVE, NON-PROJECT	331	22	40	62	26	8	6	14

13. I learned more from this year's materials than from last year's materials.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

Program	N=	Student responses given in percents						
		A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	13	28	42	38	9	13	22
Oliver and Newman - Harvard Series Units (9)	33	32	38	70	17	11	3	14
Quigley and Longaker - Civic Education Casebook (8)	113	10	36	46	31	15	8	23
Fenton - Western Society (9-10)	57	16	32	48	37	11	5	16
Fenton - Tradition and Change (9-12)	34	26	44	70	24	3	3	6
Michaelis and McKeown - 20th Century Asia (10)	29	7	28	35	17	31	17	48
Angell - SRSS Episodes (9,11)	32	16	28	44	41	9	6	15
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	20	42	62	30	4	3	7
McKeown - World Studies Inquiry Program (9)	2	50	50	100	0	0	0	0
Michaelis - Asian Studies Project (9-12)	105	20	26	46	40	12	2	14
Multi -projects (9-12)	43	12	28	40	49	12	0	12

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	562	16	33	49	34	11	6	17
TOTAL CONTROL	191	21	24	45	26	21	8	29
Program A	86	16	33	49	33	10	8	18
Program B	52	27	44	71	19	8	2	10
Counselor	51	8	35	43	31	20	6	26
TOTAL INNOVATIVE, NON-PROJECT	327	23	36	59	26	10	4	14

14. In comparison to social studies materials I have used in the past, this year's materials caused me to change more of my ideas.

___A. strongly agree
___B. agree
___C. undecided
___D. disagree
___E. strongly disagree

Program	N=	Student responses given in percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	9	21	30	38	23	9	32
Oliver and Newman - Harvard Series Units (9)	33	11	54	65	22	7	7	14
Quigley and Longaker - Civic Education Casebook (8)	115	7	31	40	38	16	8	24
Fenton - Western Society (9-10)	57	7	18	25	53	16	7	43
Fenton - Tradition and Change (9-12)	33	18	21	39	39	21	0	21
Michaelis and McKeown - 20th Century Asia (10)	29	3	17	20	38	31	10	41
Angell - SRSS Episodes (9,11)	32	9	31	40	41	9	9	18
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	7	37	44	45	7	3	10
McKeown - World Studies Inquiry Program (9)	2	0	0	0	50	50	0	50
Michaelis - Asian Studies Project (9-12)	105	10	22	32	51	14	2	16
Multi -projects (9-12)	43	7	23	30	56	14	0	14

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	563	9	27	36	44	15	5	20
TOTAL CONTROL	193	8	23	31	40	23	6	29
Program A	86	6	24	30	44	15	10	25
Program B	52	15	42	57	31	8	4	12
Kownslar	55	2	22	24	38	31	7	38
TOTAL INNOVATIVE, NON-PROJECT	331	9	37	46	34	15	5	20

15. In comparison to social studies materials I have used in the past, this year's materials made me think more.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

Program	N=	Student Responses Given in Percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	13	30	43	40	13	4	17
Oliver and Newman - Harvard Series Units (9)	33	23	37	60	20	17	3	20
Quigley and Longaker - Civic Education Casebook (8)	115	17	42	59	27	10	4	14
Fenton - Western Society (9-10)	57	11	54	65	18	11	7	18
Fenton - Tradition and Change (9-12)	34	32	35	67	24	6	3	9
Michaelis and McKeown - 20th Century Asia (10)	29	3	31	34	38	17	10	27
Angell - SRSS Episodes (9,11)	32	13	44	57	34	6	3	9
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	20	36	56	34	6	3	9
McKeown - World Studies Inquiry Program (9)	2	50	50	100	0	0	0	0
Michaelis - Asian Studies Project (9-12)	105	19	25	44	40	14	2	16
Multi -projects (9-12)	43	7	35	42	51	5	2	7

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	564	16	37	53	33	11	4	15
TOTAL CONTROL	193	15	27	32	33	18	8	26
Program A	86	21	48	69	17	7	7	14
Program B	52	38	40	78	17	0	4	4
Kownslar	55	9	42	51	31	9	9	18
TOTAL INNOVATIVE, NON-PROJECT	331	24	47	71	20	6	4	10

15. In comparison to social studies materials I have used in the past, this year's materials made me think more.

_____A. strongly agree
_____B. agree
_____C. undecided
_____D. disagree
_____E. strongly disagree

Program	N=	Student Responses Given in Percents A=	B=	A+B=	C=	D=	E=	D+E=
Brown - Amherst History Units (11)	47	13	30	43	40	13	4	17
Oliver and Newman - Harvard Series Units (9)	33	23	37	60	20	17	3	20
Quigley and Longaker - Civic Education Casebook (8)	115	17	42	59	27	10	4	14
Fenton - Western Society (9-10)	57	11	54	65	18	11	7	18
Fenton - Tradition and Change (9-12)	34	32	35	67	24	6	3	9
Michaelis and McKeown - 20th Century Asia (10)	29	3	31	34	38	17	10	27
Angell - SRSS Episodes (9,11)	32	13	44	57	34	6	3	9
Collier and Parsons - Anthro. Curriculum Study Proj. (9)	67	20	36	56	34	6	3	9
McKeown - World Studies Inquiry Program (9)	2	50	50	100	0	0	0	0
Michaelis - Asian Studies Project (9-12)	105	19	25	44	40	14	2	16
Multi -projects (9-12)	43	7	35	42	51	5	2	7

Totals	N=	A=	B=	A+B=	C=	D=	E=	D+E=
TOTAL EXPERIMENTAL	564	16	37	53	33	11	4	15
TOTAL CONTROL	193	15	27	32	33	18	8	26
Program A	86	21	48	69	17	7	7	14
Program B	52	38	40	78	17	0	4	4
Kownslar	55	9	42	51	31	9	9	18
TOTAL INNOVATIVE, NON-PROJECT	331	24	47	71	20	6	4	10

ANGELL - SRSS EPISODES

Teacher Comments
7-12

Were the materials difficult to use?

- No. How do you explain no?

- No. Graphs most difficult.

At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

- 9-12.

- 9-12.

What advice would you give another teacher who intended to use these materials?

- More preparation on part of teacher.

- To pay close attention to the teacher's manual (which is excellent).

What was particularly good about the materials?

- Readings which led to discussions.

- The extent to which they helped students understand the nature of sociology, its problems, its limits, and its implications.

What was particularly bad about the materials?

- Graphs.

- Some of the statistical material was tough to handle - for teacher as well as student.

Additional Comment

- I don't believe I prepared myself well enough for the unit and, unfortunately, I dragged some of the unit out.

Were the materials difficult to use?

- Yes. Too much data that should have been removed or reduced to footnotes.

- No.

At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

- 11th - 12th.

- 9 - 12.

What advice would you give another teacher who intended to use these materials?

- The third section is usable by very few students.

- None.

What was particularly good about the materials?

- Students learned something about how history is written and how difficult and unsure written history is.

- The Sacco Vanzetti parallels with present day problems were very relevant. The Case itself and the ideas raised had high inherent interest. The questions posed by the teacher's manual were very provocative.

What was particularly bad?

- Far too much data was shown in an attempt to authenticate the documents.

- Form.

Were the materials difficult to use?

- The teacher's manual was quite difficult to follow.

At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

- 8-12.

What advice would you give another teacher who intended to use these materials?

- Give yourself plenty of time to go over the teacher's manual. Be prepared for lots of discussion.

What was particularly good about the materials?

- Students did not have to worry about memorizing facts; could take time to think. Yet there was enough information to give substance to the class.

What was particularly bad about the materials?

- Classes of 35 are difficult to run as discussion classes.

ENGLISH - GCSSP

Teacher Comments
7-12

Were the materials difficult to use?

- I don't think so; some had trouble but otherwise fine.

At what grades could these materials be successfully used?

- 7th grade. Eighth grade tried but they thought it was below them. Because it was used in the 7th grade earlier.

What advice would you give another teacher who intended to use these materials?

- Be open minded and willing to experiment. Try new ideas and be ready to accept many classroom discussions of all types. We got going sometimes that they didn't want to go to lunch - so we didn't.

What was particularly good about the materials?

- Gave students a view of history many had not known before. We talk a lot about race but know very little. This was a great help in that regard. Good teacher resource and idea book. Some test questions good.

What was particularly bad about the materials?

- Books fell apart. Nothing really bad though.

Additional Comment

- The students general reaction was favorable and they enjoyed most the units on Indian, Hitler and Jews, and apartheid in South Africa. We also covered the racial situation here in U.S. throughout the course as well as going into Black History. They (my students) compared what they were learning to what the other classes were doing in their units of Egypt and Rome, Middle Ages, etc., and were happy with theirs - more-so than the regular material. I thoroughly enjoyed it and hope someday to teach it again.

FENTON - WESTERN SOCIETY

Teacher Comments
7-12

Were the materials difficult to use?

- Writing too difficult for most. I had a lot of trouble trying to get the class to think logically.
- Some students' reading level or ability not up to the text. They were very easy for ME to use effectively, I believe.
- No. But one had to spend more time than either the structure or the teacher's manual implied.

At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

- 11-12. I had trouble at Grade 10, but I think an advanced or honors class at grade 10 would be ok.
- 10-12.
- 9-12.

What advice would you give another teacher who intended to use these materials?

- Prepare the class to think logically, or in sequence with some easier materials before they use the book. Also, I gave introductory background lectures first which helped (lecture on facts, dates, etc.) (a-ha!).
- Have an open mind, sort out slow readers and give them extra time, or different materials, vary what is used (day after day of Fenton bores all concerned).
- Be prepared to 1) cut out a lot of the material, 2) to provide many alternative lessons drawing on other material.

What was particularly good about the materials?

- Original source readings. Historical essays.
- Their open-endedness, necessitating thought by all concerned.
- Lots of good data - some interesting conceptual presentations.

Fenton - Western Society, continued

What was particularly bad about the materials?

- "Bad" is too strong. They simply need good, serious, well-motivated students, which many big public high school students are not.

- More variation needed, but that is up to the teacher. Not enough material included on subjects to present all sides, or varying points of view.

- Some kids had had part of the material already (pirated by elementary school teachers from the experimental editions) yet they had not achieved their purpose - the kids were unable to use the processes they were supposed to have learned.

Were the materials difficult to use?

- No. Kids loved reading them.

At what grades could these materials be successfully used?

- 7-12.

What advice would you give another teacher who intended to use these materials?

- Use packet - otherwise they go through too fast. Have police guest speaker (for Police - Fact or Fiction section) as we did.

What was particularly good about the materials?

- High interest and realism (true life). Case study approach - brought out issues.

What was particularly bad about the materials?

- "Police" section great - others too hard.

Were the materials difficult to use?

- Very easy.

At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

- It depends on the students, but I found them interesting and I'm 26.

What advice would you give another teacher who intended to use these materials?

- The materials are self-explanatory - but one possible diversion from the set-up method would be to have the teacher tell the story and have the kids try to imagine being the person in the story. Then let the discussion proceed from the experience, rather than from the questions in the book. I had a substitute try this after the class had been using the books for a week. The kids liked it.

What was particularly good about the materials?

- The kids could read them easily, yet they provided ideas the kids could get involved discussing and thinking about.

What was particularly bad about the materials?

- ---

MICHAELIS AND MCKEOWN - 20TH CENTURY ASIA

Teacher Comments
7-12

Were the materials difficult to use?

- No.
- Not really. Reading ability is an accepted handicap.
- I'm lazy enough to like teachers' manuals and outlines which suggest questioning strategies, especially when I'm working with something new. Otherwise, the materials were very good.

At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

- High School
- High School
- 9-12: depending upon degree of use.

What advice would you give another teacher who intended to use these materials?

- Better be fairly familiar with Asia and not traditional text-oriented.
- Be flexible, innovative and not tradition bound or test book oriented.
- 20th Century Asia is an anthology and thus is suited only for use in a course built around some other structure. It does not constitute a course by and of itself.

What was particularly good about the materials?

- Human interest, real problems and life models, cultural diffusion for brighter students.
- Deal with real, human material. The issues are real and the experience level is fairly immediate.
- Current, lively. presented students with a challenge to their preconceptions.

What was particularly bad about the materials?

- Nothing. Average sophomores can't read well enough to handle them, but then all good materials seem to suffer this problem.
- Not much. Reading is a standard bugaboo and any real material will challenge the immaturity of adolescents, but these readings are great.
- Only the absence of any teachers' manual, but this is hardly a reasonable objection with this type of book.

Michaelis and McKeown - 20th Century Asia, continued

Additional Comments

- This class really enjoyed this unit. I recruited a teacher aid to split the group into 3 groups. 1 group to library, 1 to teacher assistant for workbook and comprehension assignments, 1 group with me for wrap-up and cultural understandings.
- McGraw Hill charges too much and the paper cover is overly stiff and easily bent or broken. Paper is too shiny and the print too small.

Were the materials difficult to use?

- Correlation of the Quigley teacher's manual with the casebook is very difficult - there should be some cross-referencing by page number.
- Students would have liked more information on decisions of various cases.
- No, although the students would have liked more information on decisions of various cases.

At what grades could these materials be successfully used (please specify a range, e.g., 4-6)?

- Six to nine. In sixth as materials for brighter kids, in ninth and even 10th for poor readers.
- 8th - 10th.
- 8, 9, 10.
- 4 - 8.
- 8 - 10.

What advice would you give another teacher who intended to use these materials?

- For 8th grade the unit on Sarnia (Unit I) is a bore, would skip it entirely. Seems to work best as a small group report or debate on the issues. A vote before and after the issue is discussed seems to add flavor.
- Allow enough time - 6 to 8 weeks minimum.
- A course in basic law or a wide and abundant reading in background of law before teaching the class.
- To review goals first.
- A good background in basic law either by abundant reading or a college introductory course. (I learned more pertaining to law by teaching the class but wish I would have had more background.)

Quigley and Longaker - Civic Education Casebooks, continued

What was particularly good about the materials?

- Basic philosophic structure: conflict in society. Compact, clear issues. The issues generally had meaning to the students.
- Making civics more relevant to students' interests. Getting them (the students) involved more in the classroom proceedings. Shortness of the cases.
- Caused students to inquire about their rights as citizens.
- Provide for discovery rather than lecture and opinion.
- It seems to stimulate the students in the direction of finding out what rights they have as citizens.

What was particularly bad about the materials?

- Constitution just thrown in. A few key constitutional cases would have made this something useful.
- It doesn't get into the structure of our governmental institutions at all. The questions "What do you think?" aren't pointed enough with regard to the Bill of Rights, Constitution, Declaration of Independence. In other words, in the author's desire to be open-minded he leaves the impression of being too open-ended on basic humanitarian and democratic principles.
- Lack of cases directly related to rights of students - Example: Gault vs Arizona.
- Nothing.
- The reading material lacked cases directly related to the students.